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ABSTRACT

This document, which was developed during a project to expand professional development opportunities for adult literacy practitioners affiliated with member agencies of Community Literacy of Ontario (CLO), presents tips and tools for developing and delivering an online workshop for literacy practitioners. The document begins with an overview of the CLO product and development of this workshop guide. The next six sections discuss the following aspects of the process of developing and delivering an online workshop: (1) marketing the online workshop; (2) conducting the required research; (3) developing the workshop modules; (4) using online facilitators during the delivery phase; (5) addressing technical considerations; and (6) evaluating the workshop. Each section includes a brief description of what was done with respect to each aspect during development of the workshop for CLO member agencies and tips for others interested in developing and delivering an online workshop for literacy practitioners in their own communities. The following items are appended: a job description for a project coordinator; a marketing flyer; introductory postings to the workshop (welcome message, "netiquette" tips, tips for getting the most out of the workshop); a sample module about literacy volunteers; workshop statistics; workshop evaluation results; and a list of 20 Web-based and 24 print resources. (MN)

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Workshops the

More Tips and Tools for Developing and Delivering an Online Workshop

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Workshops the Wired Way

More Tips and Tools for Developing and Delivering an Online Workshop

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Workshops The Wired Way

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Workshops the Wired Way was written after the delivery of *Beyond Recruitment—An Online Workshop*. Online training is still in its infancy and we feel that we have learned some valuable lessons. We hope you find this report on those lessons a useful resource.

Vicki Trottier, December 2000

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A very special thanks to the more than 100 people who participated in the online workshop *Beyond Recruitment*—we certainly couldn't have done it without you!

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Introduction

Background

Community Literacy of Ontario (CLO) is a not-for-profit sectoral literacy network serving over 100 community literacy agencies in the province of Ontario. Part of CLO's mandate is to provide accessible and equitable practitioner training to its member agencies.

The province of Ontario is a huge geographical area, spanning thousands of kilometres from north to south and east to west and incorporating two time zones. Delivering training across this region is a logistical nightmare and an expensive proposition.

In 1998, CLO decided to tackle the problem of offering equitable training to its members by taking advantage of current technology. Using the Internet as a medium to provide training could provide the solution to the problem. The membership was surveyed to determine immediate training needs that were not being met elsewhere and that were specific to the community-based sector. Volunteer management was a recurring theme. CLO approached the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA) to act as a partner in this new initiative because of their extensive knowledge and experience supporting community agencies working with volunteers. Board/Staff Relations was chosen as the topic for our first online workshop.

CLO delivered this first online workshop in the fall of 1998. It was offered to an audience of 75 literacy practitioners and was extremely successful. Two documents were produced as a result of that project: "*Course Manual: Online Workshop on Board and Staff Relations*" and *"Tips and Tools for Developing and Delivering an Online Workshop."* Both of these resources can be

ordered from CLO or accessed directly through CLO's volunteer management website at www.nald.ca/volman.htm.

Beyond Recruitment

Based on the success of the first workshop, CLO applied to the National Literacy Secretariat (Human Resources Development Canada) for funding to deliver a second online workshop—again based on membership input. This second workshop, entitled "*Beyond Recruitment,*" dealt with recruiting and maintaining literacy volunteers in the new environment. It was composed of six modules.

Delivered in April and May 2000, it was a true team effort. CLO worked once again in partnership with the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA) to develop and deliver the workshop. AlphaPlus Centre provided technical support and the delivery mechanism. The National Adult Literacy Database (NALD) hosted an online participant evaluation.

Project goals and objectives were to:

- Develop and deliver an online workshop for a minimum of 30 participants from various community literacy agencies;
- Develop a six-module course curriculum that would be suitable for use both online and in hard copy format;
- Increase participants' knowledge about effective volunteer recruitment and maintenance strategies;
- Provide practitioners with an easily available and relevant resource;
- Provide an online forum for participants to discuss issues and share information;

- Circulate the course curriculum in hard copy format to CLO members;
- Increase participants' familiarity with online learning; and,
- Increase CLO's knowledge of the effective delivery of online workshops.

Beyond Recruitment, although designed primarily for literacy practitioners who work with volunteers in community-based literacy agencies in Ontario, was also open to anyone working in the volunteer management field. This was a significant departure from the first workshop that proved most successful. A total of 117 people registered for the workshop, 62 of which were from the target audience.

Although the actual workshop was delivered in April and May 2000, the Project Team started work on research, planning, and content development approximately six months beforehand. These planning and development stages were integral to the final success of the project.

Beyond Recruitment was offered free-of-charge to everyone. Participants were required to register to help us monitor activity and evaluate our marketing and actual workshop activity. The registration list has been kept confidential and was used only in conjunction with the workshop itself.

Online training has proven to be an effective and popular means of delivering training, and Community Literacy of Ontario is committed to continuing development in this venue. This report—*Workshops the Wired Way*—is intended as a companion piece to *Tips and Tools for Developing and Delivering an Online Workshop*, which was written after the first workshop.

"E-learning" is a rapidly growing phenomenon, and the possibilities are limitless. Its use in the non-profit sector is still in the developmental stage and includes training provided to staff, volunteers and clients. Technology can also be used for

recruitment of both volunteers and clients, for fundraising, for awareness and for many other purposes.

CLO has chosen to concentrate on the provision of training to practitioners. Some of the ideas we present can be used for other purposes, but our focus is on providing training for the staff members of community-based literacy agencies.

The format of *Workshops the Wired Way* is quite straightforward. First we describe **what we did** to deliver the online workshop. **Tips** that you can use when designing and delivering your own online training follow this follow this. We will demonstrate that the keys to successful delivery of an online workshop are planning, strong content and facilitation—not unlike the successful delivery of any workshop!

We are excited to be able to offer training to our members and others through the use of technology, and we are very pleased to share our successes with you. We are sure that you will find *Workshops the Wired Way* to be a very useful planning tool.

Marketing an Online Workshop

What We Did

Before actually marketing the workshop, we had to decide just who would be our target audience. The potential registration for an online workshop is virtually unlimited! It is important, therefore, to know to whom you are marketing and why.

As a sectoral literacy network of 105 Ontario literacy agencies it was only natural that our members—community-based literacy delivery agencies located in the province of Ontario—would be our primary target audience. Our marketing efforts to attract this group began with messages in the Community-Based Literacy and Literacy Forum discussion groups on AlphaCom[1]. A notice about the workshop was also posted on the AlphaCom welcome page with a direct link to the registration page:

> *Community Literacy of Ontario is pleased to announce that registration is now open for Beyond Recruitment, An Online Workshop About Recruiting and Maintaining Volunteers in the New Environment.*
>
> *This electronic workshop is designed for anyone who works with literacy volunteers: program staff, Board members or other volunteers. There is no charge to participate.*
> *The workshop is scheduled to begin on April 3, but you can register now. Just choose "All Discussions By English Private" or "All Discussions by New" at the left of the screen and follow the steps to subscribe.*
>
> *For more information, check out the workshop description when you subscribe or contact Vicki Trottier at 705-672-4232 or at 628091@ican.net.*

[1] AlphaCom is an on-line discussion forum for the literacy field provided by the AlphaPlus Centre. You can find it on the Web at: http://alphaplus.ca

Not all of CLO's members check AlphaCom on a regular basis, so we also designed a flyer (see Appendix 2) and distributed it to community-based literacy agencies, regional networks and umbrella groups in Ontario. The Movement for Canadian Literacy included a notice about the workshop in its newsletter, and OMAFRA circulated copies of the flyer to its member agencies. This broad-based "internal" marketing ensured that we reached as many potential participants from within the literacy field as possible. Production and distribution of the flyer were the only marketing costs we incurred.

We also decided that we had the capacity to open the workshop, in a limited fashion, to literacy workers and volunteer managers from other fields in other provinces or the U.S. To do this we posted a message on the Cybervpm.com list server (this is a very active and informative discussion aimed at volunteer program managers). This message was similar to the one posted on AlphaCom but included the additional information that the workshop was designed for literacy programs but might also be of interest to other volunteer-based programs.

In total, 117 people registered for *Beyond Recruitment*. If we had posted it on other list servers or sent out flyers to a wider audience (perhaps linking in with organisations such as Volunteer Canada) our marketing could have resulted in many more participants. However, CLO was not in a position to offer the workshop to a huge audience, and in fact, registration was higher than originally anticipated. This was not a problem because, unlike traditional face-to-face workshops, larger numbers can be more easily accommodated in an online forum than they can be in a meeting room.

Marketing this workshop required minimal time, expense and effort on our part. Actual time spent designing and distributing the flyer and posting messages accounted for less than 5% of the total project time.

Tips

Define your audience. Think about who would be interested in participating and why they might participate. If you are planning to limit registration to a certain number or to certain groups, say so in all your marketing materials.

Use the Internet to attract participants! Marketing can be an expensive proposition so consider the costs of producing a flyer or brochure as well as the costs of distribution. If your budget is limited, take advantage of list servers, newsgroups and online newsletters to market your workshop. List servers are easy to join and are an inexpensive and easy way to reach a large number of people!

Be clear about what you are offering. Participant motivation is a key consideration in the design of any course.[2] It is easy to attract large numbers to an online workshop, but those numbers will dwindle quickly if the participants don't find the course content suits their needs. Clearly state the course objectives, time commitment and other details in your marketing so that you will attract the "right" participants.

Be careful what you wish for! Posting information on a list server or other Internet site can help you reach a large audience, but if you're planning limited registration, target your marketing a little more carefully. On the other hand, if you have the capacity to handle large numbers, post away!

> *"This was a super online workshop! I really enjoyed participating and reading the messages posted by other participants."*
>
> *~Workshop Participant*

[2] Green, Lyndsay. *Online Conferencing: Lessons Learned.* Office of Learning Technologies: Ottawa, 1998. Page 7.

Research Component

What We Did

Research was an essential component of *Beyond Recruitment* as it not only provided content knowledge about the topic of the course, but it also provided the theoretical background about online training. Research accounted for approximately 35% of allocated project time.

Since CLO had already committed to using the AlphaPlus Centre's AlphaCom system, research time was not spent on looking into the types of software available to actually deliver training. Instead, the Project Coordinator looked for information on the differences between traditional training and training using the Internet.

The extensive research provided the workshop facilitators with increased knowledge on the topic of volunteer management. It also provided a wealth of information that was used to develop both the modules and the supplemental resources posted throughout the course of the workshop. Research conducted in the field of web-based training helped the Project Co-ordinator gain an increased knowledge about this new and growing field.

The use of the Internet for workplace training is still relatively new, although like everything else on the Internet, it is growing in leaps and bounds. Using a variety of search engines, such as Google and Northern Light, a large number of web sites were explored. It quickly became apparent that most of the work in the field of web-based training relates to post-secondary education.

The web-based delivery of training does provide an opportunity to use a variety of exciting new technological enhancements such as video, audio, live chat and so on. However, these "bells and

whistles" cannot substitute for poor content! Participants will quickly see through these surface enhancements and drop out of the course if the content is not adequate.

Appendix 7 lists a variety of web sites and other resources that were useful in the development of *Beyond Recruitment.* It is by no means an exhaustive listing of the information available on the subject of web-based training, but it does provide some good starting points.

As with any workshop, whether it be face-to-face or online, a strong knowledge of the content is essential to success. The Project Team was fortunate to be able to draw on the combined knowledge and experience of the OMAFRA staff members who worked on *Beyond Recruitment.* OMAFRA is well known in Ontario for its resources in the field of volunteer management.

> *"I now have a great list of resources to go through!"*
>
> *~Workshop Participant*

Tips

Be very clear about what you are researching! When using the Internet, if you are too vague the search engine will give you too much information. If you are too narrow in your focus you will probably miss some valuable sites. Try searching using two or three different phrases.

Allow enough time. Internet searches can take more time than you think. Also, not everything is available online—you may also have to research the topic using traditional print-based materials.

Learn how to use a search engine. Get the most out of your time and effort. Most search engines include a "tips" link that you should read to find out what works best with that particular site. For example, some sites work best if you put a phrase in quotation marks, while others work best if words in a phrase are connected by plus signs.

Northern Light (http://www.northernlight.com) is a search engine with a difference! You can set up an "account" at no cost that will alert you via e-mail when new pages—matching your search criteria—are found. These search alerts can be changed or stopped at any time.

Module Development

What We Did

Six modules were developed for *Beyond Recruitment*. The content drafted by staff from OMAFRA was reviewed and edited by CLO's Project Coordinator. Information specific to community-based literacy agencies was added to each module at this time. The Coordinator was also responsible for formatting the modules, adding graphics and hotlinks, and for preparing additional resources.

The modules were titled:

- The Changing Volunteer Environment
- The New Volunteer
- Getting the Right Volunteers
- So Where are They?
- Retaining Volunteers
- Acknowledging Volunteer Involvement

Each module was six to seven printed pages in length and consisted of topic information (content), discussion questions, activities and resources. White space and graphics were used to enhance online readability. Module content was posted in two or three separate postings. Questions and resources were posted separately. This was done to eliminate the need for the reader to scroll through screen after screen of print.

We attempted to go beyond the simple presentation of information. Activities were designed to reflect the typical volunteer management duties of a literacy worker in a community-based agency, thus making them relevant and practical. Also, to make the workshop more interactive, we

encouraged participants to try out the activities in their own programs and then report back to the group.

The Project Team, based on their experience from the previous year's workshop, determined that posting the modules weekly would provide a workable schedule for most participants. Although originally scheduled to last for eight weeks the presentation period was extended to ten weeks to accommodate the needs of the participants.

"Hotlinks" proved to be an important addition to the modules. Online resources or suggested readings were included in the module content as hotlinks. That is, they appeared in a different colour and the participant simply clicked on the link to go directly to the resource. A posting explaining how to use hotlinks was included in the introductory messages. Participants indicated that they appreciated this easy access to additional resources in the final course evaluation.

"Supplemental Resources" were also developed by CLO's Project Coordinator to enhance the modules. They were posted at various times throughout the workshop.

The modules and supplemental resources have been reproduced in print format and compiled into a course manual. Copies of the manual are available from CLO for a small fee. The manual can also be viewed by going online to www.nald.ca.[3]

> *"Resources were very helpful! It is so refreshing to find a site and a workshop where proper references are provided for supplementary reading and research."*
>
> *~Workshop Participant*

[3] http://www.nald.ca/PROVINCE/ONT/CLO/resource/resource.htm; click on the link to *Beyond Recruitment.*

Tips

Use hotlinks. Hotlinks can avoid visual clutter—those who are interested in the information need only click on a highlighted link, while those who are not interested are not distracted by extra information on the page. But remember—check out your hotlinks to make sure they work before posting them online! There is nothing more frustrating than clicking on a link only to see "error 404 – the page does not exist".

Keep individual modules short. Most people find it difficult to read content that requires scrolling through multiple screens. Two or three screens in length is a good rule of thumb. Remember to make good use of white space.

Plan your schedule, but be flexible! Check in with your participants and assess their needs—if people are falling behind, consider slowing down the pace of your postings. Alternatively, if people are eager to forge ahead, consider accelerating the pace.

Remember your focus! It is all too easy to get caught up in the technology and neglect the content. Remember that your main focus is to deliver information; the technology is just the way you are doing it. Video feed, sound bytes and animated graphics won't replace well-organized and fully developed workshop content.

> *"Every module that was posted seemed to flow (or segue) naturally from its preceding module. If 'the devil is in the details,' then 'the angel is in the organization and sequencing' of modules! Well done!"*
>
> *~Workshop Participant*

Online Facilitation

What We Did

Facilitation—online or otherwise— requires considerable time, effort, and a high level of communications skills. *Beyond Recruitment* was developed and delivered by a team of five people with the combined skills of writing, editing, facilitation, researching, training, and with extensive experience using the Internet and the delivery software.

CLO's Project Coordinator[4] provided full-time facilitation over a 10-week period, while CLO's Executive Director and one OMAFRA staff person provided additional support. Having three facilitators was very valuable and participants benefited from hearing different viewpoints and perspectives. During the delivery phase of the project, the facilitators were available full-time to:

- Assist participants with registration;
- Welcome new participants;
- Create an atmosphere of trust;
- Advise of any changes to the workshop schedule;
- Post the modules and additional resources;
- Review participant postings and respond appropriately;
- Monitor postings for any inappropriate or offensive content and remove such postings if necessary;
- Answer any questions;
- Encourage others to answer questions;
- Ask additional questions;

[4] See Appendix 1 for the project coordinator's job description.

- Provide additional resources;
- Encourage participation;
- Guide discussion as needed;
- Monitor workshop activity;
- Provide limited technical support;
- Liaise with AlphaCom (the technical platform);
- Provide closure to the workshop.

Registration for the workshop was opened two weeks before the first module was posted. This allowed time for the participants to become familiar with the technology, post brief introductory messages and "meet" others in the workshop. When each participant registered for *Beyond Recruitment* they received a personal welcoming message and were encouraged to contact the facilitators at any time during the course by e-mail, telephone or fax. Participants were also asked to read the introductory messages[5] that included information about "netiquette" and how the workshop itself would run.

The facilitators also pointed out some of the features of the AlphaCom system, e.g. how to find other participants, how to join other discussions and how to move through the messages. The links to online help and the Webmaster were also pointed out! This was important because over 30% of the workshop participants were new AlphaCom users and were not familiar with the software.

All comments and questions posted to the discussion group were responded to generally on the same day. This helped reassure participants that their messages were being read and acknowledged.

[5] See Appendix 3.

If something was unclear in a posting, the facilitator requested clarification. If a participant was looking for ideas or suggestions, the facilitators encouraged others to respond. Sometimes, they posted a hotlink to another web site or online resource.

Throughout the workshop, the facilitators sent personal e-mails to participants thanking them for their comments or encouraging them to post a comment or question. Reminders were also sent out when new modules were scheduled to be posted, and a group e-card was sent out at the halfway point of the workshop.

> *"E-mail is the most effective Internet technology in building powerful online communities ... E-mail can give recipients a reason to go to your web site ... If a [participant] did not think to visit your site lately, now the thought will be planted ...Used correctly, e-mail can keep members of a nonprofit's online community informed, tuned in, and connected. It can remind them, cajole them, and inspire them. It can make them laugh, weep, and shout. It can connect hearts and minds from across the hall to across the globe. Nothing else thus far invented can do that nearly so well."*
>
> ~ Stephen Nill, Founder & CEO of Charitychannel.com

Frequently, messages that were posted to the discussion system were also repeated in e-mail to participants. Regular monitoring of participant log-ins showed a wide variance in user patterns—some people logged in daily while others only checked in once every 10 days or so.[6] Some participants reported that although they logged in regularly, they didn't actually read the modules or other postings at that time. Instead, they printed them off to read later. Therefore, to ensure that everyone received adequate

[6] For detailed workshop statistics, see Appendix 5.

notification of schedule changes or important information, some messages were both posted to the discussion group and e-mailed.

The final online role of the facilitator is to provide closure. Near the end of the workshop, messages were posted letting participants know the cut-off date for posting questions and comments. A hotlink to the online evaluation was provided, and participants were encouraged both in the discussion group and by individual e-mail to complete the form. A final e-mail was sent to all participants thanking them for taking the course and reminding them that it would remain "archived" on the AlphaCom system.

E-mail proved to be an excellent tool to use throughout the workshop because it was a quick and easy way to provide a reminder about the course. A short e-mail can remind participants that something new has been posted. To make it even easier to see the new information, the sender can include a link in the e-mail that will take the participant directly to the new page.

> *"The workshop facilitators set up a very friendly and comfortable environment."*
>
> *~Workshop Participant*

Tips

Actively encourage participation. It's easy to send a "group hug" to workshop participants to encourage them to continue reading modules and adding comments to the discussion. Online communication can seem cold and distant so a "warm fuzzy" can go a long way towards making people feel welcome and part of a community. There are a variety of free card sites available that make sending both individual and group messages a snap!

Know the software. Although you don't have to be a technical expert, you should be able to use comfortably and efficiently all of the features of the delivery software. You should also be able to answer basic technical questions such as "how do I use a hotlink?" or "how do I re-read a message?" Also, don't assume your participants are as familiar with the software as you are! Take the time to explain how to use the basic features and be sure to tell everyone how to access technical help.

Use more than one facilitator. Facilitation is very time-consuming. Having two or more facilitators will ease the time burden and provide new information, viewpoints and perspectives.

Respond in a timely fashion. Reply to participants' questions and/or comments as soon as possible, but be careful what you say and how you say it! The printed word carries little emotion and anything you post runs the risk of being misinterpreted. Try using "emoticons" (e.g. smiley faces) as a way of ensuring that your message is clearly understood.

Actively encourage comments. Remember that participants might be hesitant about posting messages for fear of being misunderstood. As the facilitator, you can set the example and demonstrate how to better convey meaning. Be patient, be understanding and don't expect a deluge of comments.

Provide a sense of closure. If the workshop content can continue to be viewed, be sure to let participants know. If the workshop URL will become inactive, give participants enough warning so that they can print out the information they will need or bookmark hotlinks, etc.

Recommendations for Online Facilitation[7]

The role of the workshop facilitator (or moderator) is vital to the success of any online training project. Even the most exciting content needs the assistance of a good facilitator. Simply posting content is not enough—a facilitator can encourage people to continue with the workshop or can answer specific questions about content or technological glitches.

> *"Your goal is to get people to interact with you and with other participants to form an online community."*
>
> ~Lyndsay Green
> *Playing Croquet with Flamingos: A Guide to Moderating Online Conferences*

Online facilitation is the critical link that makes the learning experience come alive and distinguishes it from print-based distance education. The moderator sets the tone for the entire workshop and also establishes a community of trust, prompts input and contributes to the knowledge building that takes place.[8]

Learning online is a new experience for most people, and it is essential that participants have someone readily available to assist them throughout the process. The facilitator can assist with registration or other technical pitfalls of registering for an online course. It is essential that the facilitator have a good working knowledge of the software being used. Depending on the complexity of the software, a technical expert might also be a valuable team member.

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[7] Adapted from Berge, Zane L. *Facilitating Computer Conferencing: Recommendations from the Field.* Educational Technology 35 (1) 22-30, 1995. An online version of the article also appears at http://www.emoderators.com/moderators/teach_online.html

[8] Green, Lyndsay. *Playing Croquet with Flamingos: A Guide to Moderating Online Conferences.* Office of Learning Technologies: Ottawa, 1998. Page 21.

Based on our experience we make the following recommendations:

- Have clear objectives—participants must believe it is time well spent.
- Be flexible—go with the flow but act as a guide where necessary.
- Encourage participation.
- Remember the principles of adult learning.
- Be objective—don't make snap judgements about a participant. You won't "know" most of the participants and remember that it is difficult to interpret emotion and meaning through the written word. Read each posting carefully before commenting on it.
- Don't expect too much. Be content with two or three postings; don't expect everyone to contribute every time.
- Don't rely on offline content. If you are using supplemental readings, provide links and make sure they work.
- Promote conversations between participants. Demonstrate how to use "private" chats, if this feature is available, or how to e-mail other participants. Let people know you will be doing this ahead of time. Always respect confidentiality.
- Summarize the conversation—find links between participant comments.
- Keep assignments/activities simple and relevant. Consider group activities but beware this may also become complicated online!
- Present other points of view—we don't always have to agree! Posting a message with an opposing perspective can stimulate discussion.

- Request responses—don't be afraid to ask certain participants to comment on a question, especially if you know they have significant knowledge about the topic.
- Accept lurkers—not everyone will be an active participant. Welcome and acknowledge them, but don't badger them.
- Protect participants from ridicule or cruel comments. Delete postings if necessary and deal with the offenders.
- Be careful with humour and sarcasm. It is difficult to convey humour in print, and not everyone finds the same things funny.
- Encourage introductions—not everyone wants to read them, however, so consider a separate section or area of your workshop for these postings.
- Demonstrate the technology—show samples of how to use the features of the software.
- Respond quickly to each contribution, either by a personal e-mail or by commenting on the posting directly in the discussion.
- Don't overload—don't post too many messages at once. Monitor the flow of the workshop; you may have to reconsider your schedule.
- Use technical support if necessary. You're a facilitator, not a technical expert. You should have a good working knowledge of the software, but call in the experts when needed.
- Provide closure—to topics of conversation and the workshop itself.

Technical Considerations

What We Did

To make *Beyond Recruitment* as accessible as possible it was necessary to keep the technical requirements to a minimum. To access AlphaCom, the AlphaPlus Centre's discussion software[9] participants needed to have either Netscape 4.07, or better or Internet Explorer 4, or better. Either a Macintosh or PC-compatible computer could be used.

Beyond Recruitment was set up as a private discussion.[10] When a participant requested subscription to the workshop an automatic e-mail was sent to the Project Coordinator, who then subscribed the participant to the workshop. Once subscribed (generally within 24 hours), the participant was free to read the modules and post questions or comments. After registering with the system, participants can join as many discussion groups as they wish. With every log-on, a list of unread messages was displayed, making it easy to know if something has been posted.

Although the registration for AlphaCom is relatively simple and similar to the process used by other sites, we did not want to assume that it would be transparent to everyone. The facilitator designed "how to" instructions for both existing and new AlphaCom users. These instructions were tested by a number of people to ensure that they were clear and easy to follow and that registration would be successful! Because we took the time to

[9] Registration on AlphaCom is a fairly simple process that takes only a few minutes. Anyone wishing to use the system logs on to http://alphacom.alphaplus.ca/home and then follows the links to register. Registrants enter their own name and a password and answer a few questions. Once registered, participants go to a discussion list and select the discussions they wish to join. There are private and public discussions available.

[10] *Beyond Recruitment* has been archived as a public "read-only" discussion. This means that anyone can subscribe to read the modules and participant comments but cannot post any messages. CLO's 1999 on-line workshop, *Board/Staff Relations*, has also been archived in a similar manner and is available for viewing.

develop and test registration instructions, the process was a smooth one for most people. In fact, only two people had significant trouble registering and this due to a technological glitch at AlphaCom that was beyond our control.

It is very tempting to add sound, animations, video and other technological enhancements to an online course. We chose to keep this to a minimum to ensure quick loading of pages, easy print compatibility and minimal technical requirements. We were also limited by the capabilities of AlphaCom. Cost was also a factor—the more bells and whistles you add, the more expensive it is to produce.

While we chose to keep our workshop "look" fairly simple, we did want it to be attractive. Usually, when an AlphaCom user posts a message to a discussion group, he/she has no choice of formatting—all messages look exactly alike. Working in partnership with the AlphaCom Webmaster, we were able to post introductory messages, workshop modules and supplementary resources using colour, font formatting and graphics.

This did add an extra time element to workshop development. In order for modules and resources to be posted on time, the facilitator had to send the postings to the Webmaster a few days in advance. A special discussion group was created so that the Project Team could review postings before they were posted to the actual *Beyond Recruitment* discussion group.

Tips

Know your delivery software. When developing *Beyond Recruitment* we already knew that we would be using the AlphaCom system for course delivery. This is not always the case, however. If you do not know what your delivery mechanism will be, take time to research. There are a number of excellent software options available.[11]

Consider your needs and your audience carefully. The following checklist can help you decide on the best delivery approach:

- Do you want to use a discussion-based software? Or would you prefer a more traditional learning situation with whiteboard and/or flipchart capabilities?
- Will you be delivering your course "live" (synchronously)?
- Will your training event be offered on one day only or will it take place over time?
- Do you have the technical expertise to operate the software efficiently or do you require training?
- Do you want to link to an existing delivery system or branch out on your own?
- Does your audience have the technological capability to access your course properly? If you have a restricted audience with similar hardware (e.g., in a networked office) you will know what they are able to view. On the other hand, if anyone can access the workshop keeping the

[11] A review of a number of software programs can be found in the archives of the wwwdev list server operated by the University of New Brunswick.

technology to a minimum will cut down on the frustration level of registrants.

- If there are minimum technological requirements (e.g. specific browser, operating system or plug-in) state it clearly at the beginning of the workshop.[12] Make sure that registration instructions are clear and accurate. If potential participants experience significant difficulty at their first attempt to join your workshop, they may give up in frustration and not return.

- Before going "live" with your online course or workshop, test it out in a variety of settings. This can help you determine if:
  - All links work;
  - It looks the same on different sized monitors;
  - It works well on both Microsoft Internet Explorer and Netscape Communicator;
  - It works on Windows, Macintosh and Linux operating systems;
  - Graphics download quickly using slower modem speeds;
  - It prints properly (if you use colour, it should print out legibly in both colour and black and white).

> *"If a participant can't access your workshop because his or her browser, operating system, or modem speed isn't compatible, you are limiting accessibility."*
>
> ~Vicki Trottier, Project Coordinator

[12] AlphaCom provides a good example of this: before registering, the system "tests" the user's browser, and if it is not compatible, a link appears (with instructions) to help the user download and install the necessary software.

Evaluation

What We Did

There were two evaluation components for *Beyond Recruitment.* The first evaluated the success of the workshop itself and the second evaluated the online learning[13]. An evaluation form covering both topics was developed and posted online. A hotlink to the form was posted in the discussion group, and participants were also sent individual e-mails asking them to complete the form.

The evaluation form was designed so that it could be completed online or printed and returned by fax or mail. Three participants chose to return their completed forms by fax while the remainder were submitted electronically. All evaluations were confidential, and the Project Team was not able to link specific evaluations to individual participants.

In total, we received 33 completed evaluations. This represented 30-35% of active participants. This can be considered a good rate of return, especially given that participants did need to link to the form.

The Project Team was able to view results by individual question or as a complete summary. Careful review of the evaluations received indicated that the majority of respondents liked the workshop content and the activities In fact, 97% found the modules very useful or somewhat useful. Seventy-three percent of respondents said that there was "just the right amount" of information provided.

Discrepancies arose when we asked about the time it took to complete the workshop. Fifty-two percent of respondents felt that

[13] See also Appendix 6.

the length of the workshop was "just right," but 15% felt it was too long and 24% felt it was too short. Several participants indicated that the time problem was their own, in that they were just too busy. Similar results were found when we asked if posting modules weekly was a good frequency—42% said it was "just right"; while 48% thought it was too frequent.

Given the high level of participation and support by the facilitators, one of the most interesting results was the response to the question "did you feel comfortable about participating in the discussions?" Only 48% of respondents said "yes." Those who said "no" (42%) indicated that it was often because of a lack of time.

This same question in the evaluation of the CLO's first online workshop had a much higher positive response rate. It must be noted, however, that that workshop was restricted to participants already familiar with the AlphaCom system. In *Beyond Recruitment*, a significant number (30%) of participants were new to the discussion system that may have affected their comfort levels.

On the other hand, 85% of respondents indicated that they would like to take another online workshop. This is probably the best indicator of the overall success of the delivery method!

Complete evaluation results are included in Appendix 5.

Tips

Be clear about what you are evaluating. Ask separate questions relating to content and delivery method.

Provide alternatives for submitting the evaluation. Because you're delivering an online course, it makes sense to allow participants to submit electronically, but some people prefer to print documents and return them by fax or mail.

Encourage participants to complete the evaluation. This is a valuable tool for you when developing future online workshops! Make sure that the links work and that the form is easy to accessible. You might need to remind them more than once.

Ensure confidentiality.

> *"Can we do this again?"*
>
> *~Workshop Participant*

Web-Based Training Considerations

Michael Wonacott from the National Dissemination Centre for Career and Technical Education states that web-based training (WBT) includes almost any kind of training provided through a network of computers.[14] WBT can be delivered either synchronously (participants are all online at the same time) or asynchronously (information is posted and participants access it at their own convenience). WBT can incorporate a variety of technologies such as audio-conferencing, e-mail, online forums, list servers and chat groups. Sophisticated audio and visual enhancements can make the learning experience more exciting and increase opportunities for interaction. WBT can also be as simple as posting print information to a web site.

Web-based training is a relatively new way for organizations to provide training to their members. While it offers many advantages, there are also some drawbacks. It would appear, however, that the advantages significantly outweigh the drawbacks! Organizations wishing to deliver web-based training must remember not to get caught up in the use of technology for technology's sake. Video and audio add-ons, list servers, chat rooms and other enhancements to the training should be used judiciously. A content-poor workshop does not become a better workshop simply because it is more fun to use. A content-rich workshop should not lose its impact because of an over-use of technology.

[14] Wonacott, Michael. *Web-Based Training and Constructivism.* Brief No. 2. National Dissemination Centre for Career and Technical Education, 2000.

Advantages of Web-Based Training	Disadvantages of Web-Based Training
Cost savings (no travel, accommodations, etc.)	Participant may not have appropriate software/hardware
Able to reach larger audience	Too many people participating
Participant can access training at own pace and schedule	Some people find it easier to set aside an entire day to participate in a training event
Location doesn't matter	
Uses new technology	Technology can be very daunting and frustrating to a new user
Information is always available; can retrieve it at any time	
Participant has no physical presence; therefore he or she is freed from stereotypes than can hinder communication (e.g. race, age, gender)	Participant and facilitator don't get to know one another—the personal touch is lost
Participant can choose to "log on" for only the portion(s) of the training that interests him/her	
Training can be offered asynchronously, i.e. always available online, participant logs in at his/her convenience	Synchronous training may not be at a time convenient to participants
Immediate access to information is virtually unlimited thanks to "hotlinks" and search engines	Participant may not know how to access information
Asynchronous training allows participant to digest and reflect upon information before giving feedback	Too much time for reflection runs the risk of losing spontaneity
Can provide a range of interactive tools	Too many "bells and whistles" can slow down the technology or interfere with the content
Participant has access to the information and can contact the facilitator 24 hours a day, 7days a week.	Participant has access to facilitator 24 hours a day, 7days a week—requires huge time commitment from facilitator

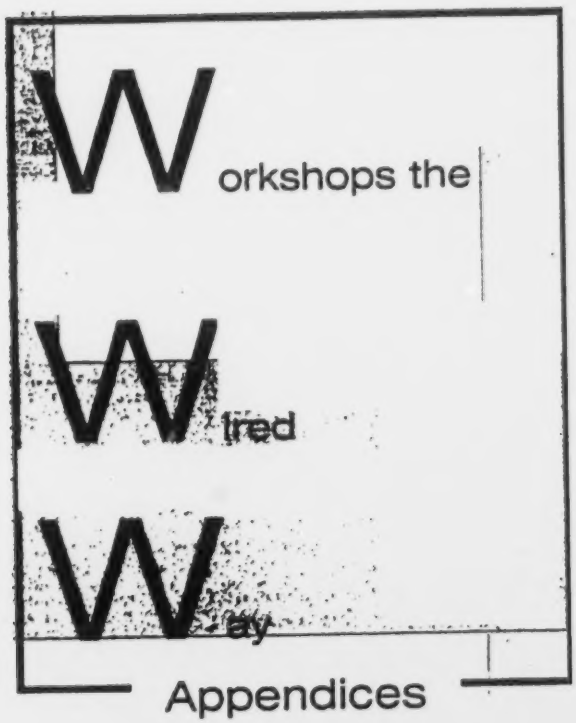
Although there are many similarities between web-based training and traditional, face-to-face training, there are also differences. Participants have found that it is sometimes difficult to set aside regular time to log in to an online workshop or to do the activities within the scope of day-to-day duties. Some people indicated that this it is easier to dedicate a day to training outside of the office. Web-based training is new, and we have to learn how to make the most of it.

Tips

This is professional development! In the introductory message include tips for participating in your course—perhaps suggest that participants log in at the same time each week and block off an hour of time to carry out the activity. Remind them that this is professional development and a good use of work time!

Participation time. Be clear about how much time the course should take so that participants can set aside enough time.

Cost and time savings! Remind participants about the benefits of online training, e.g. time and dollar savings in travel, the ability to log in at their own convenience and the option to revisit the modules after the course is completed (if the modules are archived).



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Appendix 1

Job Description—Project Coordinator

Responsibilities

- Manage the online workshop project
- Report to CLO's Executive Director on a regular basis
- Plan the workshop
- Develop a strong partnership with OMAFRA
- Assist in curriculum development
- Facilitate the online delivery of the workshop over a two month period
- Active facilitation of the workshop
- Support and encourage workshop participants
- Prepare the modules in an electronic format
- Recruit participants
- Market the workshop
- Prepare and circulate the course manual in hard copy
- Evaluate the success of the online workshop
- Write the final report to the funder

Skills

- Post-secondary education
- Experience with online learning and electronic conferencing systems
- Experience with online facilitation
- Experience with volunteerism and the non-profit sector
- Strong project management skills and experience
- Experience with curriculum development
- Experience with non-profit Community Literacy Agencies
- Strong computer skills (word processing, e-mail, AlphaPlus and Internet)
- Excellent writing and communication skills
- Excellent verbal communication and facilitation skills
- Ability to develop effective partnerships
- Marketing skills

Appendix 2

Marketing Flyer

February 2000

Community Literacy of Ontario and the Ontario Ministry of Agriculture, Food & Rural Affairs are proud to present:

Beyond Recruitment

An Online Workshop About Recruiting and Maintaining Volunteers in the New Environment

April & May, 2000

This electronic workshop is designed for anyone who works with literacy volunteers: program staff, Board members or other volunteers!

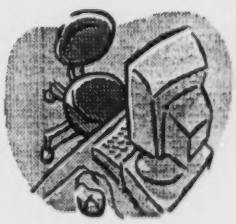
There is no fee to participate in Beyond Recruitment. All you need is a computer with a connection to the Internet. Then surf your way over to AlphaPlus at http://alphacom.alphaplus.ca/home to register. Registration opens on March 20, 2000. The workshop starts on April 3, 2000 and runs continuously until the end of May.

Beyond Recruitment will be delivered using a series of six modules, with a new module posted each week. Participants can log in at any time of day to read or download the module, ask questions and post comments.

The modules have been designed to go beyond the basics of volunteer management in community-based literacy agencies. They will cover topics such as "The Changing Volunteer Environment, "The New Volunteer", "Retaining Your Volunteers" and "Acknowledging Volunteer Involvement".

Beyond Recruitment will feature a variety of helpful hints, tips and tools to help make volunteer management easier. You will also find lots of links to interesting and informative sites on the Internet. So join your colleagues in the literacy field for an exciting and informative online workshop!

Community Literacy of Ontario
80 Bradford Street
Suite 508
Barrie, Ontario L4N 6S7
Tel: 705-733-2312
Fax 705-733-6197



For more information, please contact:
Vicki Trottier at 705-672-4232
(e-mail 628091@ican.net)

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Appendix 3

Introductory Postings to Workshop

Welcome Message

Welcome to Beyond Recruitment: An Online Workshop on Volunteer Recruitment and Maintenance in the New Environment. Thank you for joining Community Literacy of Ontario (CLO) and the Ontario Ministry of Agriculture, Food & Rural Affairs (OMAFRA) in our second online workshop focussing on the voluntary sector.

Although we can't get together in a meeting room, or around a table, we will be sharing ideas and learning together in this virtual environment. We will be a diverse group. Some will be learning online for the first time; others will come with a variety of electronic learning experiences. Most of us come from community-based literacy programs in Ontario. However, some participants are from other provinces and other countries. Whether you are a "newbie" or an old hand at electronic conferencing, a fellow Ontario literacy worker or an interested participant from elsewhere, I wish you all an enjoyable and informative eight weeks of learning together in our virtual classroom.

My name is Vicki Trottier. I am the Project Coordinator, and I was hired by CLO in November 1999 to organize and co-facilitate this conference. I am also the Coordinator of the Literacy Council of South Temiskaming, a community-based literacy delivery agency in Northern Ontario. I have managed the volunteer component of our program for ten years, and I am also an active volunteer both inside and outside of literacy. I have

successfully completed the National Certificate in Voluntary and Non-Profit Sector Management, and I also completed a certificate program in the Fundamentals in the Management of Volunteers.

My co-facilitators are Denise Edwards from OMAFRA and Joanne Kaattari, Executive Director of Community Literacy of Ontario. Both Joanne and Denise bring a wide range of experiences working with and providing training for volunteer managers.

The workshop will run from Monday, April 3rd until Friday, June 2nd. There are six modules in all, and we will provide an opportunity for final wrap-up and evaluation. I will post more information about the modules in a separate message.

In the next two messages, I will list some tips and suggestions that should help ensure that we all have an enjoyable and productive experience with online learning.

"Netiquette" Tips

- ☑ Please introduce yourself in your first posting. We'd like to know who you are and where you come from. A bit about your experience with volunteers would also be interesting.
- ☑ Remember the golden rule: do unto others as you would have them do unto you. In cyberspace terms, this is known as "remember the human". Those are real people you're talking to out there, so before you post something, ask yourself, "*Would I say this to his/her face?*"[1]
- ☑ Keep your messages short. Include only one subject per message.
- ☑ Capital letters are difficult to read. Only use capital letters to highlight an important point or to distinguish a title or heading. ALL CAPITAL LETTERS is also known as "shouting" and is considered rude.

[1] From *The Core Rules of Netiquette* by Virginia Shea. Available at http://www.albion.com/netiquette

- ☑ Be careful when using humour, especially sarcasm. In an electronic environment, it is easy to "misread" someone's comments as criticism.

  Use "smileys" or "emoticons" to indicate humour, good feelings and bad feelings. Some examples are ;-) (wink), :-) (smile) or :-((frown). You can use your own variations so long as they are easily recognizable. For example, I changed my emoticon's nose so my smiley face looks like this :o)If you do inadvertently offend someone, apologize!

- ☑ Standard abbreviations can help you type less. For example:
  FYI = for your information
  BTW = by the way
  IMHO = in my humble opinion
  f2f = face to face
  FWIW = for what it's worth

- ☑ Sometimes it helps to include part of the previous message to clarify your point. Do not include all of the message – just enough to help others understand your point. Please give credit to the original author. For example, *as Jane says in her previous message, "volunteers are wonderful people".* This will help the reader differentiate between what Jane said and what you are saying.

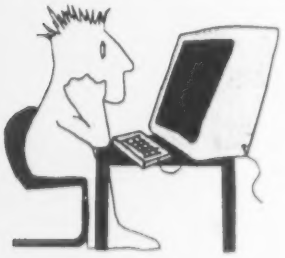
- ☑ Whenever you post a message to the conference, it will be immediately available for everyone to read. Your messages will not be edited. ***However, any message that contains offensive or inappropriate language or comments will be deleted from the discussion. If a participant repeatedly posts offensive comments, he/she will be removed from the conference.***

- ☑ Please do not post any commercial messages. If you or your organization has a product or service that you think might be of interest to other participants, you may post a brief description along with a "hotlink".

☑ If you are attaching a file, please try to attach it in a format that most participants can use. Most word processors will open a "rich text format" document.

If you are interested in learning more about "netiquette", be sure to check out *"The Core Rules of Netiquette" by* Virginia Shea at http://www.albion.com/netiquette. You can even take an online quiz!

Getting the Most out of this Workshop



☑ Participate! A lot of the value from this workshop will be from the discussion following each module. Your contributions are important. *Remember: You get out of it what you put into it.*

☑ Some participants will be new to online conferencing. Let's be patient with each other.

☑ Although this is a "private" conference (you had to register / subscribe), every participant can read every message. Please don't post any confidential or personal information that others should not read.

If you think something is confidential, please disguise the identity of the person or organization. If you can't do this well enough, please don't post it.

If you have a personal or private comment to make, please send it directly to the person concerned.

If you are going to quote someone, give credit where credit is due!

☑ Think about how you will find the time during your busy day for this course. You might want to set aside some time each day or you might prefer to check in only once or twice each week. But be careful—if you choose to check in only once each week, you might be overwhelmed by the number of messages.

☑ Think about when you will add your comments and remarks to each module. Some people like to comment immediately while others prefer to go offline and think about what they want to say. Be careful, though—if you put it off until later, you might not do it at all so why not try doing it right away.

And remember, your feedback is important! Whether you are a volunteer, a board member, or the person who manages volunteers, we want to hear from you. So be brave—go ahead and post your thoughts.

☑ It's up to you how you read the modules. Some people like to read online while others prefer to read a hard copy. Just click on "print" and you'll be able to read postings whenever you like.

☑ You can also type up your comments online or offline. To add your comments right away, click on "write response". **Be sure to fill in the subject line but don't hit the return button.** Move your cursor to the text box, type your comments and then click on the "add your message" box. Be patient; it may take a few seconds. Please don't click the "add your message" box twice or your comments will appear twice.
If you prefer to type up your comments offline, just use your word processor like you usually do. Then simply "copy and paste" your comments to the discussion. You can easily edit your comments after you have posted them.

If you have technical difficulties with this workshop, you have a couple of choices. You can post a question or comment in the "Help!" category of this discussion. Or you can go to the AlphaCom Help discussion group and post it there. Or you can send e-mail to the AlphaCom web master at webmaster@alphaplus.ca. There is a direct e-mail link to the web master at the bottom of the discussion screen.

Appendix 4

Workshop Posting (Sample)

Module Two
The New Volunteer

Why do people volunteer?

Understanding what inspires or motivates people to contribute their time can provide valuable insights for organizations.

The 1997 *"National Survey of Giving, Volunteering and Participating"* (http://www.nsgvp.org) found that:

- 96% of people volunteered because they believed in the cause of the organization
- 78% volunteered to use their skills and experience
- one out of four people volunteered because their friends do so
- one fifth said it was to improve job skills
- nearly half of youth were volunteering to gain skills to find a job

Other reasons that people volunteer are:

- to give back to their community
- because they are personally affected by the organization's work
- to feel useful and needed
- to fulfil religious obligations
- to use skills they don't use at work
- to be with people who share their values
- to get out of the house
- to have fun

The Economic Value of Volunteers in Community Literacy Agencies in Ontario (produced by Community Literacy of Ontario) found that:

- 89% of literacy volunteers surveyed claimed that learning new skills was "somewhat important" and "very important" and 77% indicated that these skills were transferable.
- The single most important value of volunteering was to help others help themselves. Literacy volunteers enjoyed the experience of making a positive contribution to the community.

Four Motivators of Volunteers

Each person has different reasons for volunteering. It is important to identify and recognize these motivators so that the agency can recruit, manage and recognize volunteers effectively. Nan Hawthorne runs a very active and informative website called CyberVPM (http://www.cybervpm.com). She presents a model of motivation in ***Recognizing Volunteers: Right from the Start***. You can link directly to Nan's motivators at
http://www.cybervpm.com/supervision/motivators.htm

Number One: Praise

Some people like:

- being recognized for their skills and accomplishments
- seeing their achievements identified
- having others see the results of their efforts

Number Two: Accomplishment

Some people like:

- seeing evidence of their work
- practical , tangible projects
- seeing what they have accomplished

Number Three: Affiliation

Some people like:

- being part of a group and not working alone
- the social aspects of the programs

Number Four: Power / Influence

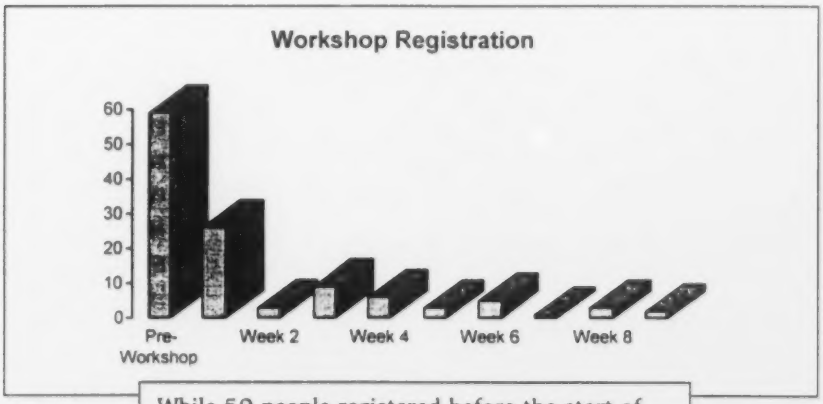
Some people like:

- influencing others
- showing others what they know
- filling positions where they are involved with making decisions, and training

Appendix 5

Workshop Statistics

Of the 117 registered participants: 35 were new to AlphaCom (12 from the community-based sector); 62 were from the Ontario Anglophone community-based sector; 21 were from other LBS-funded Anglophone organizations (school board, college, networks); and, 34 were from outside of the province and/or outside of the Anglophone literacy field



While 59 people registered before the start of the workshop and 26 people registered during the first week, participants continued to join right into Week Nine. In total 117 participants registered for the workshop.

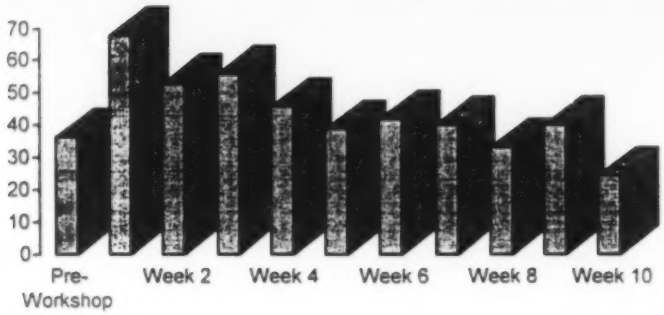
Only 13 people registered for the workshop and then did not participate. A total of 104 participants (89%) logged on at least once during the workshop. The table below compiles relevant participation statistics from the workshop.

Participation Statistics
April to June, 2000

Week / # Of Participants	1	2	3	4	5	6	7	8	9	10
Logged in at least once	58	47	54	48	41	47	45	38	47	28
Did not log in at all	23	13	19	16	17	16	13	13	14	na
Posted at least one message	25	28	31	33	35	35	36	38	41	na
Posted multiple messages	0	13	13	14	15	16	17	19	19	na

Please note: # of Participants does not include log in activity by the moderators or technical support staff from AlphaPlus.

Participant Log-Ins (by percentage)



Thirty-five percent of participants posted at least one message during the workshop, and 16% posted multiple messages during the workshop. Twenty nine percent of participants completed an online evaluation at the end of the workshop. Please note that log-ins were not tracked until the first week of the workshop, so sometimes it was unclear if a participant had logged in during the two weeks of registration.

Appendix 6

Evaluation Results

At the end of the workshop, an online evaluation was made available to participants. All participants received e-mail notification, including a hotlink to the evaluation. A message was also posted in the workshop itself, again including the hotlink. Finally, "regular" workshop participants were identified and sent an additional e-mail encouraging them to complete the evaluation.

Respondents had the option of completing the evaluation online, or printing it out and faxing or mailing to the Project Coordinator. A few participants experienced some trouble submitting the evaluation electronically and did choose to fax their responses. Participants were also encouraged to submit any "private" comments to the Project Coordinator by e-mail, fax or phone.

In total, 33 evaluations were completed. This represents 28% of workshop subscribers. Since not all subscribers actually logged in to the workshop, a more realistic rate of return would be between 30 and 35% of active participants.

When a question required the respondent to check off his/her response, the actual number of responses is given below. When the respondent had the opportunity to post comments, similar comments have been grouped together or paraphrased to convey the main idea.

The completed evaluations indicated a high satisfaction level amongst participants. Any negative comments usually reflect a lack of time on the participant's part. Generally, participants seemed to feel that both content and activities were useful, that the workshop contained the right amount of information and ran

for the right amount of time (although about half of respondents felt that the modules were posted too frequently). The issue of time was a recurring theme in many comments. Most respondents indicated a willingness to try other online training.
Compiled results are as follows:

1. Please rate the following workshop components.				
	Very useful	Somewhat useful	Not useful	No Response
Module Content	61%	36%	0	3%
Module Activities	36%	45%	15%	3%
Discussion Questions	45%	48%	0	6%
Reading Responses and comments from other participants	55%	42%	0	3%
Additional Resources	52%	36%	6%	6%
Hotlinks	39%	45%	6%	9%

Please include any comments you might have about the workshop components.

- Enjoyed participating and reading messages (x7)
- Difficult to find the time to participate fully, e. g. hard to set aside enough time (x6)
- Will print/download the information and refer to it later (x4)
- Content too general; nothing new (x2)
- Well organized (x2)
- This type of workshop is a good way to provide and take training
- I wish people had participated more
- Timing wasn't the best
- Modules were excellent
- Good variety of information
- Too many general comments mixed in with modules

2. Thinking about the content of the modules, there was:	
Too much	9%
Too little	15%
Just the right amount	73%
Did not answer	3%

3. The workshop ran for seven weeks (not including the pre-registration period in March). This was:	
Too long	15%
Too short	24%
Just right	52%
Did not answer	9%

4. Approximately how much time did it take you to complete the workshop (including activities and discussion questions)?	
1 to 4 hours	21%
4 to 8 hours	27%
8 to 12 hours	27%
13 hours +	6%
Did not answer	18%

5. The modules were generally posted once per week. This was:	
Too frequent	48%
Not frequent enough	6%
Just right	42%
Did not answer	3%

6. The input provided by the workshop facilitators was:	
Very useful	79%
Somewhat useful	18%
Not useful	0
Did not answer	3%

7. Did you feel comfortable about participating in the discussions or posting your own comments or questions?	
Yes	48%
No	42%
Did not answer	9%

Why or why not?

- Not enough time to participate fully; got behind (x5)
- Fear of criticism (x3)
- Non-threatening, friendly environment (x2)
- Not sure if my posts would be helpful but gained confidence as we went along (x2)
- My experiences seemed different from the others (x2)
- Got started late (x2)
- Because I chose to participate in an online workshop, I understood that posting messages would be part of the procedure
- I am a Board Member in a literacy program but am employed with Ontario Works; found it difficult not to get into an in-depth discussion re community placements
- Not sure who else would be reading this; thought carefully before posting
- Ill health prevented me from posting

8. What did you like best about the workshop?

- Sharing of ideas (x12)
- Examples / resources (x6)
- Modules/content (x5)
- Flexibility; participate at own convenience (x2)
- Able to print out modules to share or use later (x2)
- The chance to think more about my program operates (x2)
- Guided discussion (x2)
- Ideas on volunteer recognition (x2)
- It was online
- It's nice to know you're not alone
- Positive reinforcement from other participants
- Timely
- Relevant to literacy

9. What didn't you like about the workshop?
•Lack of time (x5) •Online process (x3) •"Off task" comments (x2) •Module content too general (x2) •Lack of participation (x2) •No problems! (x2) •Feeling of being not quite connected (x2) •Facilitator's messages too long •Bad time of year •I got off to a slow start

10. What would you change to make the workshop more useful to you?
•Nothing (x5) •Longer time between modules (x3) •Longer total workshop time (x2) •Information about "other" volunteers (x2) •More participation (x2) •Easier way to search and sort through messages •Hold in late Sept. or early Oct. •Shorter period of time •Printouts without message thread •More specific information •More participation by others

11. Would you like to take another online workshop?	
Yes	85%
No	12%
Did not answer	3%

12. Did you have any technical problems?	
Yes	21%
No	76%
Did not answer	3%

If so, please explain.

- Initial log-on (x3)
- Message counts not always accurate
- Navigating backwards

13. Do you have any other comments?
Thank you / job well done! (x9)
Made me realize what a big job I have
I have lots of work to do in the figure
I'll be passing the info on to others
Free is good
Modules flowed one into the other
Can we do this again?
Volunteer Canada's Safe Steps say it all.

Appendix 7

Web-Based Resources[2]

Web Sites

Association for Media & Technology in Education in Canada. Includes links to publications, conferences and a list server.
http://www.amtec.ca.

Canadian Network for New Media Learning
http://www.christie.ab.ca/clc/member.htm

"The e-learning hub". Features numerous links to related topics and resources.
http://webct.com/global/home

eScorates. This online learning centre features conferencing software and related resources. Trial versions of software are available.
http://www.esocrates.com

Evoke Communications. Web conferencing software.
http://vsnetcall.vstream.com

Judy Roberts & Associates. A Canadian company specializing in online technologies and learning. They publish a series of books on the subject, including some designed for workshop facilitators.
http://www.RobertsAssoc.on.ca

InSync Training. This site features a variety of links and information on subjects such as "internet pedagogy" and "instructional design". The focus is on synchronous (or live)

[2] Community Literacy of Ontario does not assume responsibility for content of web sites listed or for the accuracy of information included in these web sites. URL's were accurate as of December 2000.

instruction in the virtual classroom.
http://www.insynctraining.com

Learning On the Web. An online "how to" course including some good information about the technology.
http://teleeducation.nb.ca/lotw

Learning Technologies Network. Access some online forums about online learning (link direct at http://thenode.org/nodeforums) or subscribe to an electronic newsletter. Search for the most appropriate conferencing software at http://thenode.org/tfl. A wide variety of links; a good place to start.

The Live eLearning Company. Offers a variety of synchronous classes, often for free. Visit previously archived sessions. Requires a download (free) of their software.
http://interwise.com

The Moderators' Home Page: Resources for Moderators and Facilitators of Online Discussion. An excellent source of links to downloadable/printable resources on this subject.
http://www.emoderators.com/moderators.shtml

Office of Learning Technologies (Human Resources Development Canada). Works to raise awareness of the opportunities, challenges and benefits of technology-based learning.
http://olt-bta.hrdc-drhc.gc.ca

Online Facilitation Resources. A series of links to resources.
http://www.fullcirc.com/community/onfacresources.htm

Online Learning Magazine. A print-based magazine that is also published online. Features searchable archives and a wide selection of links to other resources.
http://www.ittrain.com

University of New Brunswick. World Wide Web Courseware Developers Listserv Web Site They host an annual international conference on web-based learning.
http://www.unb.ca/wwwdev

TMG Corporation. E-learning solutions for corporations.
http://TMGcorporation.com

TeleLearning Network of Centres of Excellence. Includes an online quarterly newsletter and research papers on a variety of related topics.
http://www.telelearn.ca

Think of It: consultants in online communication. Web conferencing software
http://thinkofit.com/webconf

WebNet Journal: Internet Technologies, Applications & Issues. A print-based magazine with some articles reproduced online.
http://www.webnetjrl.com

The Well. A large online conferencing facility with a wealth of information and resources. Users can also join the discussion groups for a $10/month fee.
http://www.well.com/conferencing.html

Books, Manuals, Papers, Etc.

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